Title of Instructional Materials: enVision

Grade Level: Grade 5

Reviewers:

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Summary of enVision

Overall Rating: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Some sections still under development.	Important Mathematical Ideas: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Some ideas developed better than others.
Skills and Procedures: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:**	Mathematical Relationships: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	Important Mathematical Ideas (1 – 2 – 3 – 4): X marked at 4 Skills and Procedures (1 – 2 – 3 – 4): X marked at 4 Mathematical Relationships (1 – 2 – 3 – 4): X marked at 4 **Summary / Justification / Evidence** Related skills such as finding common [illegible] equivalent fractions, and [illegible] [illegible] and connected "Real world" [illegible] also enhance the students' conceptual knowledge.
Indicate the chapter(s), section(s), and/or page(s) reviewed. 9-1 through 9-10 10-1 through 10-7	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating (1 – 2 – 3 – 4): X marked at 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision

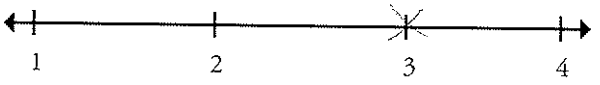
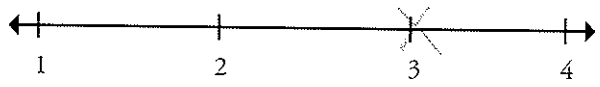
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 9-2 through 9-10 10-1 through 10-7	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Estimation to whole numbers and benchmark fractions is taught. Students are asked to apply this skill to check for reasonableness in order general addition and subtraction of fractions and in a variety of relevant real-world problems. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11–1	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Taught well but briefly – one lesson with no evident follow-up.
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4a 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show* $(2/3) \times 4 = 8/3$, *and create a story context for this equation. Do the same with* $(2/3) \times (4/5) = 8/15$. *(In general,* $(a/b) \times (c/d) = ac/bd$.*)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-2, 11-4, 11-6	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Instruction includes multiplication of fractions by whole numbers (and vice versa) including word problems. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Unless it's developed at a previous grade level concrete understanding of [illegible] is not fully fostered (only one problem example). Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Important Mathematical Ideas: 1 — 2 (X) — 3 — 4 Skills and Procedures: 1 — 2 (X) — 3 — 4 Mathematical Relationships: 1 — 2 (X) — 3 — 4 **Summary / Justification / Evidence** Content under development The sequence of the lesson [illegible] follows multiplication of fractions.
Indicate the chapter(s), section(s), and/or page(s) reviewed. 11-5, 11-8 Good example [illegible] [illegible] [illegible]	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Insufficient evidence since it is only found [illegible] ... not even fully (see page 263).
	Overall Rating: 1 — 2 (X) — 3 — 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5a 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-3, 11-7	Important Mathematical Ideas: 1 2 3 4 (X marked at 2) Skills and Procedures: 1 2 3 4 (X marked at 2) Mathematical Relationships: 1 2 3 4 (X marked at 2) **Summary / Justification / Evidence** - Estimation lesson (not explicit about scaling) - Scaling lesson (seems like [illegible] both [illegible] and proportions)
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): [illegible]
	Overall Rating: 1 2 3 4 (X marked at 2)

Reviewed By: [redacted]

Title of Instructional Materials: envision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5b 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-3, 11-7	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Word problem standard [illegible]
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Under development - not strongly taught in [illegible]
	Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision

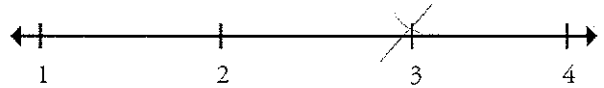
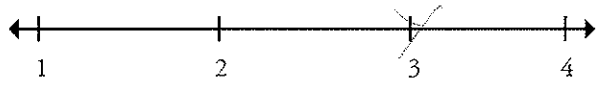
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.6 *Solve real world problems involving ~~multiplication of fractions~~ and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.*	Important Mathematical Ideas: 1 — **2 (X)** — 3 — 4 Skills and Procedures: 1 — **2 (X)** — 3 — 4 Mathematical Relationships: 1 — **2 (X)** — 3 — 4 **Summary / Justification / Evidence** UNDER DEVELOPMENT
Indicate the chapter(s), section(s), and/or page(s) reviewed. 11-8, 11-7 (UNDER DEVELOPMENT) ↑ EXAMPLE ONLY, STUDENT [illegible] [illegible]	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** NOT WELL DEVELOPED YET
	Overall Rating: 1 — **2 (X)** — 3 — 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7a 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-10 (UNIT DEVELOPERS)	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** •USES PICTURES TO EXPLAIN/INTRODUCE CONCEPT **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • DOES NOT EXPLICITLY USE INVERSE RELATIONSHIP [illegible] Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7b 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*	Important Mathematical Ideas: 1 — 2 — 3 — 4 (marked: 4) Skills and Procedures: 1 — 2 — 3 — 4 (marked: 4) Mathematical Relationships: 1 — 2 — 3 — 4 (marked: 4)
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-9	**Summary / Justification / Evidence** • EXPLAINS W/ INVERSE RELATIONSHIP OF MULT/DIV FIRST • SHOWS W/ PICTURES AND ASKS STUDENTS TO DO SAME • USE [illegible] RECIPROCALS
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating: 1 — 2 — 3 — 4 (marked: 4)

Reviewed By: [redacted]

Title of Instructional Materials: enVision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7c 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-10, 11-11 ← DIFFICULT; USED MIXED = 5 ↑ UNDER DEVELOPMENT	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** • SECTION PRESENT BUT UNDER DEVELOPMENT. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** • NO STRONG PROBLEMS FOUND Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* could develop problem solving w/fractions 5.NF 7c (drop coming) **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 256-271 +,- fractions, mixed #s 260-261 x, fract x whole # 226-229 problem solving 258-259 fraction as division	Important Mathematical Ideas: 1 2 **3** 4 Skills and Procedures: 1 2 **3** 4 Mathematical Relationships: 1 2 **3** 4 **Summary / Justification / Evidence** relationships are evident sequenced by content is related more could be improved **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** 5.NF.2 missing - benchmarks, reasonableness of answers 5.NF.3 missing - solving prob involving division & whole #s... 5.NF.4b missing (drop coming) 5.NF.6 missing (drop) 5.NF.5a - not developed Overall Rating: 1 2 **3** 4

Reviewed By: [redacted]

Title of Instructional Materials: enVision Math

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Convert like measurement units within a given measurement system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. Does not seem to be very activity oriented **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 310 - 323 - Conversion of units 288 - 303 - Volume	Important Mathematical Ideas: 1 2 **3** 4 Skills and Procedures: 1 2 **3** 4 Mathematical Relationships: 1 2 **3** 4 **Summary / Justification / Evidence** Big ideas are evident Integrated skills in the math. ideas More rigor needed in problem solving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** 5.MD.2 Missing - needs development 5.MD.4 Counting using cm^3, in^3, ft^3 not developed Overall Rating: 1 2 **3** 4

Reviewed By: [redacted]

Title of Instructional Materials: Big Ideas Math

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Used in order of operations practice (p.67) - Lesson 3-4 Order of Operations - Lesson 6-5 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chap 3, 6, 15, 17	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Would like to see the incorporation of parentheses & brackets in the Chap 15-solving equations- just at beginning level. Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision Math

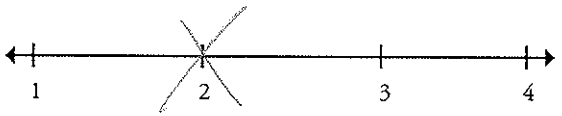
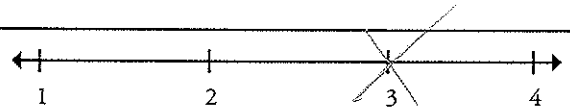
MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* Chap 6 – Used mainly w/ variable & numbers multiplied ... 6-4 – Distributive Property – goes into more detail on subject pg. 159 #19-24 6-5 – Continue w/ Ord. of Op. All cases – Solving for variable/solving **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Pages 144 – 164 – chap 6 – all sections	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: EnVision Math

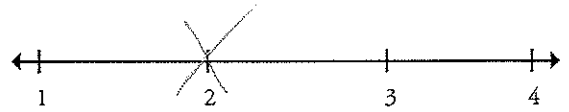
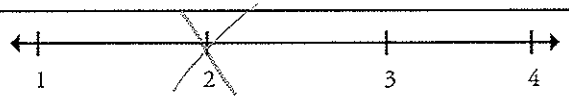
MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Analyze patterns and relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chap 15. – Solving + Writing Equations / Inequalities p. 374 – "Finding the Rule" p. 382	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Envision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. No evidence of relationship as stated. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chap. 1 – Numeration 1-2 – place value – refers to "lining up" decimals w/ no explanation as to why	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Treats place value as a "line up same" name the place value – no connection/relationship **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: EnVision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chap 3 Addressed briefly on pg 60-61 in discussion about Mental Math "It's easy to multiply by 10's (10), or" Dividing by multiples of 10 and 100 Lesson 4-1 pg. 84	Important Mathematical Ideas: 1 2 **3** 4 Skills and Procedures: 1 2 3 **4** Mathematical Relationships: 1 2 **3** 4 **Summary / Justification / Evidence** Extensive use of mental math practice when working w/ powers of ten. Recalls students basic understanding of a base 10 system. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Multiplication point could be better developed. Overall Rating: 1 2 **3** 4

Reviewed By: [redacted]

Title of Instructional Materials: EnVision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.3a 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chap 1 (page 10-11) No expanded form development	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** No expanded form beyond sum of parts. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** More developed explanation + practice w/ expanded form as written in CCS. Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.3b 3. Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Read - pg. 10 (Lesson 1-3) Write - pg. 10 (Lesson 1-3) Compare - pg. 12-13 (Lesson 1-4)	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** Well covered **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision Math

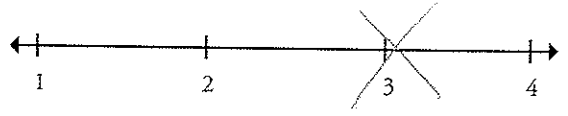
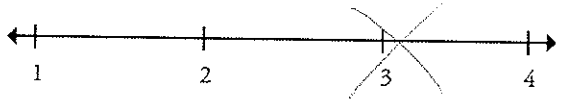
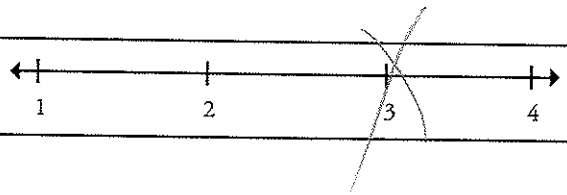
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.4 Use place value understanding to round decimals to any place. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Pages 28-29 Lesson 2-2 – Very nice explanation of rounding/place value – descriptively on "look to right"	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** strong explanation – good practice **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Lessons 3-5/3-6 (68-69) pg. 70-71	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Standard algorithm provided. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Envision Math

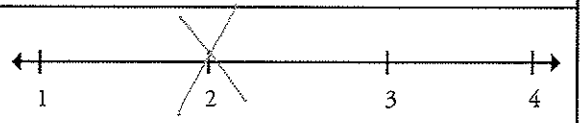
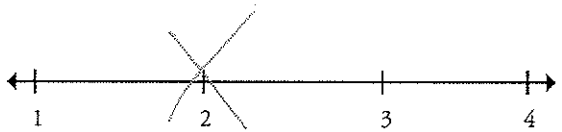
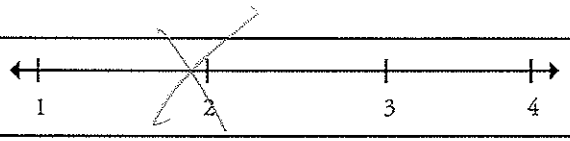
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 5 – division practice – doesn't use arrays, or area models in reg. student edition. (Supplemental Materials only)	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** No use of models/arrays in S.E. **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envisions Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Mult/Div - chap 7 Add/Subtr. - Chap 2 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Adding Decimals - p. 42 (w/ money) Subtracting Decimals - pg 44-45 (w/ money) Mult - p. 172/176 (array explanation) Dividing - 182-183	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Aside from array & mult - little use of models/drawings - & inter-relationships **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** models/drawings/arrays Overall Rating 

INDIANA'S EDUCATION ROUNDTABLE 2010

Lots of reasonableness + estimating

Overall lacks rigor + depth

Envision Math 5

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Low in rigorousness

Answers in problem solving are obvious.

→ Not ready for this process.

seems to lack depth and flow of concepts

Some parts of the book

Overall = 2+

Grade 5

Kids stuck? Try this... Strategies

* NO Models

a project of
The Charles A. Dana Center
at the University of Texas at Austin

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Strange to have ls 3-7 "Algebra Connections" before the skill is taught + developed in Ch 8 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 3-7 8-2 8-3 8-4 Order of Operations	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 3 **4** Mathematical Relationships: 1 2 3 **4** **Summary / Justification / Evidence** Several approaches + applications of knowledge **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 **4**

Reviewed By: _____

Title of Instructional Materials: _____

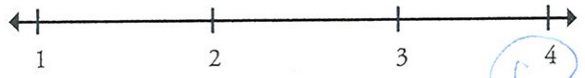
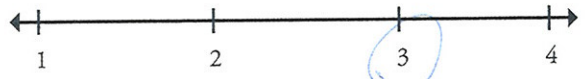
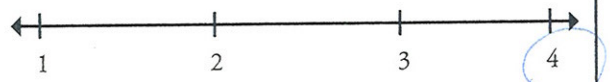
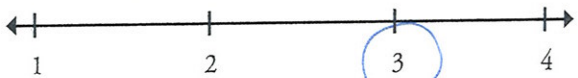
MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 3-10 4-7 8-1 8-8 8-9	Important Mathematical Ideas 1 2 3 **4** Skills and Procedures 1 2 3 **4** Mathematical Relationships 1 2 3 **4** **Summary / Justification / Evidence** Well developed
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 **4**

Reviewed By: _____

Title of Instructional Materials: _____

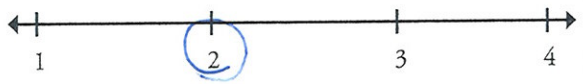
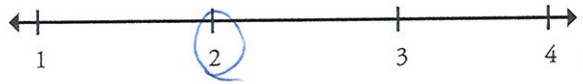
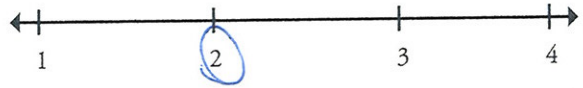
MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Analyze patterns and relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 8-5 ✓ 8-6 ✓ 8-7 ☆ Chapter 8	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Depth? Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1-1 1-2 1-3 6-2	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Doesn't fully address the standard **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

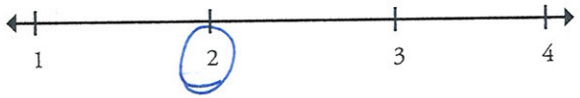
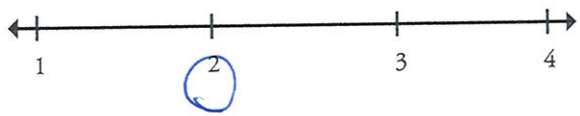
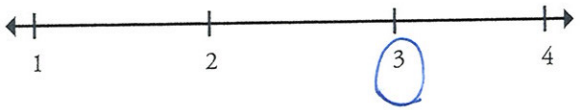
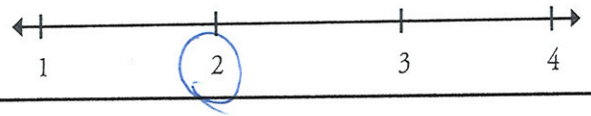
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6-1 Under dev 6-2 x by 10, 100, 1000 6-3 7-2 ÷ by 10, 100, 1000 (decimals) 7-3 Under dev	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Lacks thorough development no Models **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

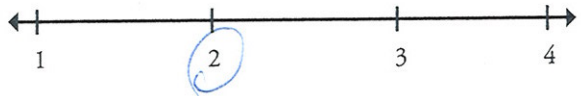
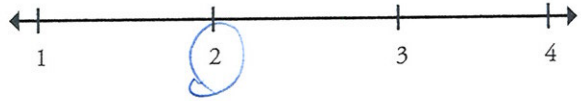
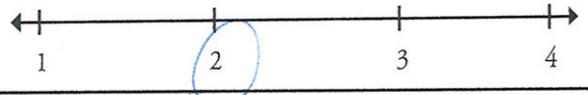
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.3a 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). Standard is to $\frac{1}{1,000}$ 1-4 goes to millionth **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1-2 1-3 1-4	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Lesson is more about how fractions are related to decimals **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Very little practice with expanded form. Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

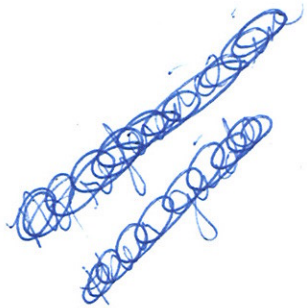
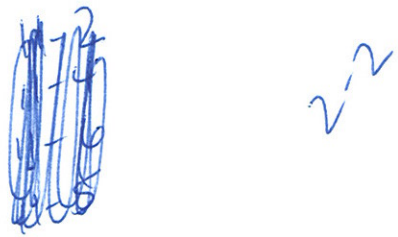
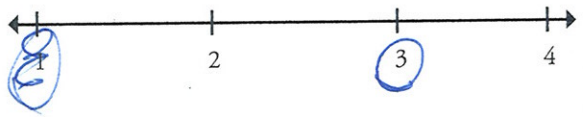
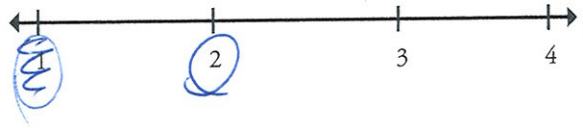
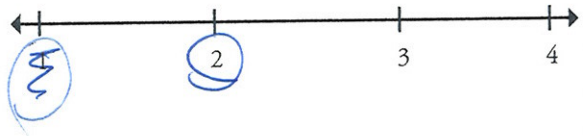
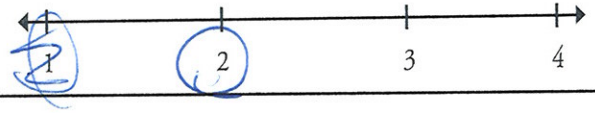
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.3b 3. Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. - No model - Could have used diagrams or number lines to help students visualize **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1-5	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Lacks development
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.4 Use place value understanding to round decimals to any place.  **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** The problem lacks depth problem solving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

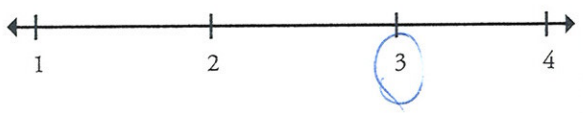
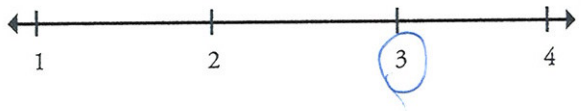
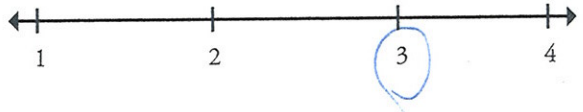
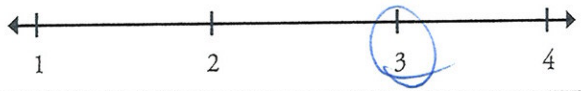
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. XXX largest problem XX X **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 3-3 3-6 3-7 3-8 3-9 3-10	Important Mathematical Ideas 1 **2** 3 4 Skills and Procedures 1 2 **3** 4 Mathematical Relationships 1 2 **3** 4 **Summary / Justification / Evidence** Problems lack depth **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 **3** 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 3-1 multiplication properties Ch 4 Ch 5 Division	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Real World lacks depth **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Models drawings **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1-6 2-1 2-2 2-3 2-4 2-5 2-6 2-7 6-3 to 6-7 7-1 to 7-7	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** models? More story problems than problem solving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

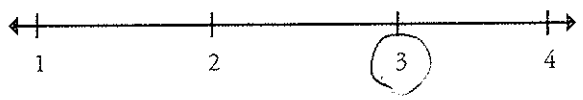
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* Noticed that they had opportunities for students to look at sample work and determine + justify if correct. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 9 Chapter 10	Important Mathematical Ideas 1 2 (3) 4 Skills and Procedures 1 2 (3) 4 Mathematical Relationships 1 (2) 3 4 **Summary / Justification / Evidence** Lacks rigor + depth **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 (3) 4

Reviewed By: _____

Title of Instructional Materials: _____

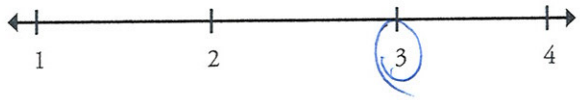
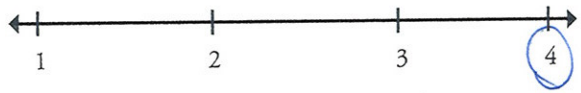
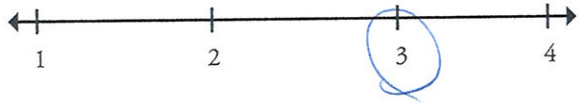
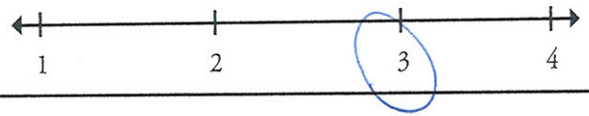
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 9 Chapter 10	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

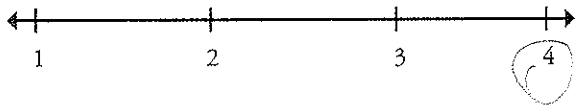
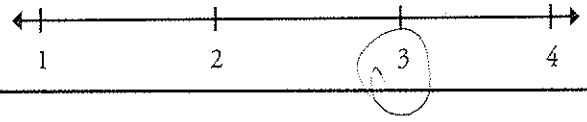
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 9 Ch 10	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

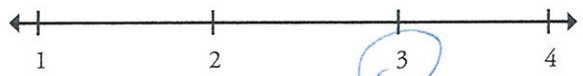
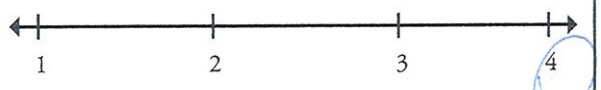
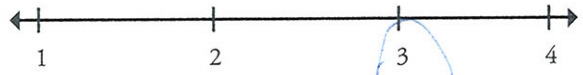
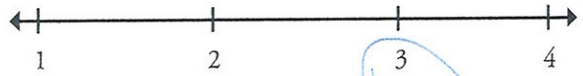
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4a 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 9 Ch 10	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

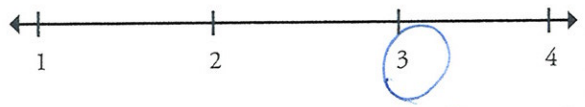
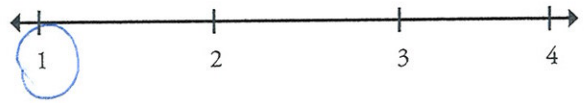
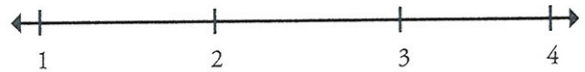
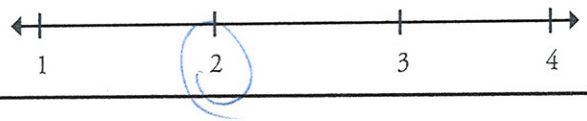
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch9 Ch10	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

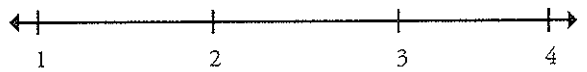
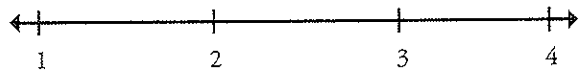
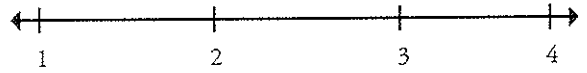
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5a 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. under development **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-7 11-3	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

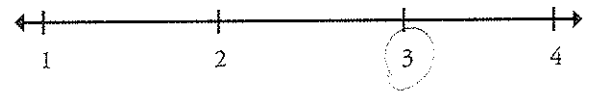
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5b 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** See pg 30	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

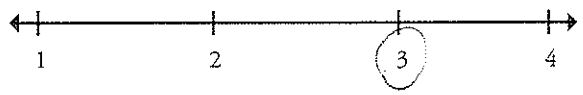
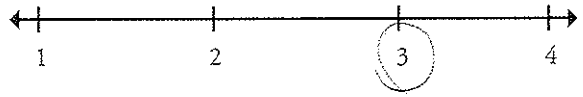
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.6 *Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-8	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

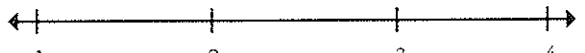
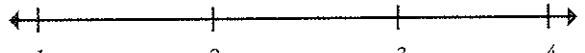
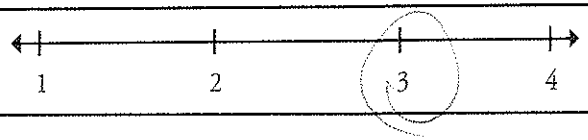
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7a 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-11	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

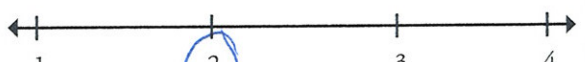
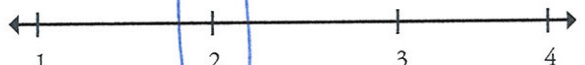
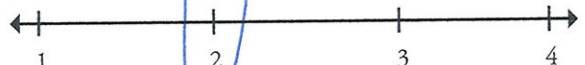
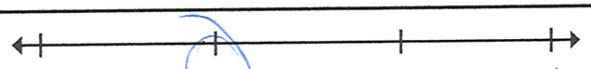
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7b 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-9	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

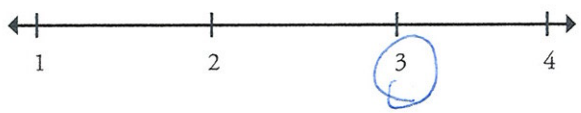
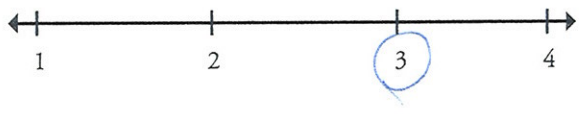
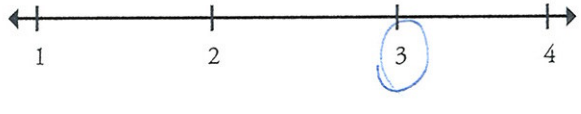
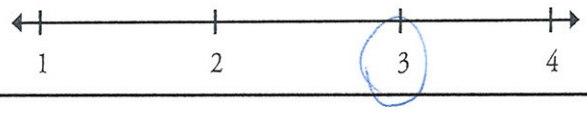
MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7c 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* Under development 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-10	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Convert like measurement units within a given measurement system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. Ex 13.2 has Texas Problem Solving? pg 313 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 13	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* many examples - across curriculum **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 14-1 14-4 14-2 14-5 14-3	Important Mathematical Ideas 1 2 3 **4** Skills and Procedures 1 2 3 **4** Mathematical Relationships 1 2 3 **4** **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 **4**

Reviewed By: _____

Title of Instructional Materials: _____

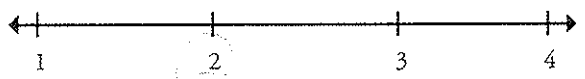
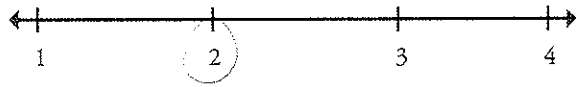
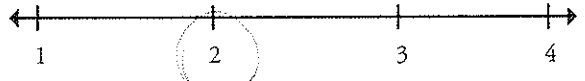
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.3a 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 12	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** ~~2~~, few real world examples **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

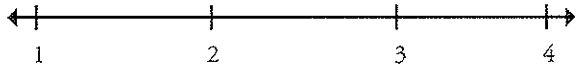
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.3b 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Not interesting limited practice Few real World examples **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

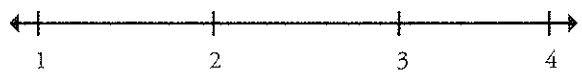
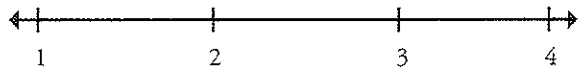
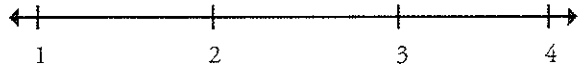
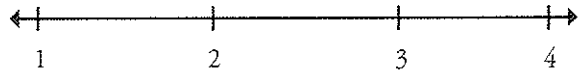
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.5a 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** see pg 39	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.5b 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** See pg 37	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

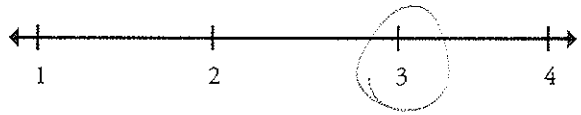
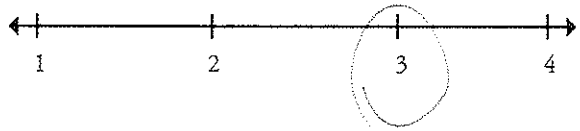
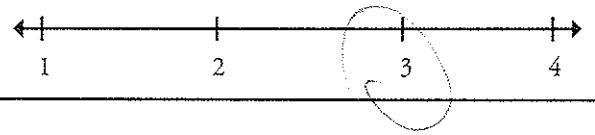
MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.5c 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** pg 59	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

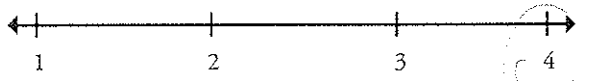
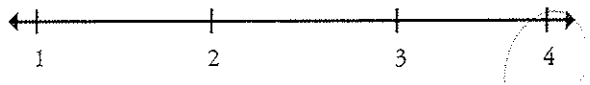
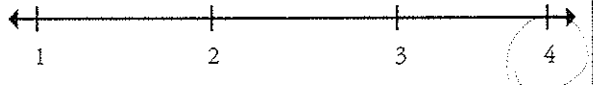
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** ch 16	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.4 Classify two-dimensional figures in a hierarchy based on properties. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: EnVision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** P. 262-263 10-3 3 Fully Explained + Practiced	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: EnVision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 10-3 & 10-4 In problem solving questions students do solve such word problems— Use of "Benchmark fractions" and "Number Sense" not directly stated, but can be implied based on previous lessons & "does the answer make sense"	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.3 Interpret a fraction as division of the numerator by the denominator (*a/b* = *a* ÷ *b*). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	Important Mathematical Ideas: 1 2 3 4 (3 marked) Skills and Procedures: 1 2 3 4 (3 marked) Mathematical Relationships: 1 2 3 4 (3 marked) **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Lesson 9-2 - Fractions & Division p. 224-225 Numerical examples - [illegible] problem solving [illegible]	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4 (3 marked)

Reviewed By: [redacted]

Title of Instructional Materials: EnVision Math

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4a 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-2 p. 280-281 Uses fraction model in example w/ a story context	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p. 280 (top) example – only one	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.5a

5. Interpret multiplication as scaling (resizing), by:
   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

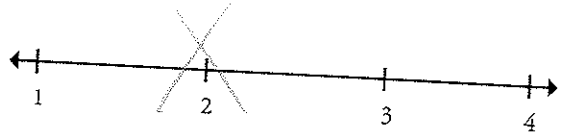
11-4 - page 256-257
Relate Division to Multiplication of Fractions

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

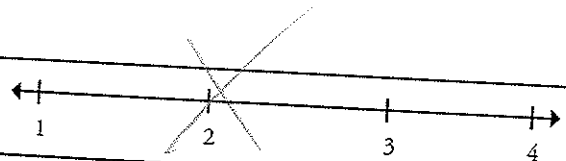
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Envisio

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5b 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Couldn't find much explanation in chap!	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **5.NF.6** *Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Pag 282 - Real world probems w/ mult of fracs	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.** Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7a 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** No ÷ fractions	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7b 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** No ÷ fractions	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.7c

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]

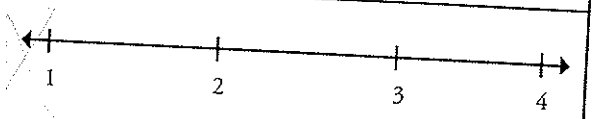
   c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

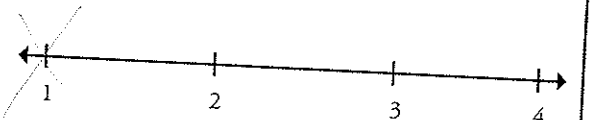
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures

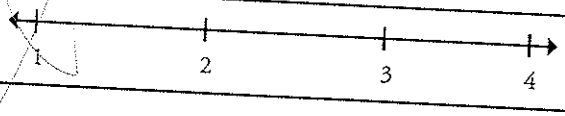


Mathematical Relationships

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Convert like measurement units within a given measurement system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Very few metric conversions #5-7 on p. 350 in problem solving #4	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: BrVision

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

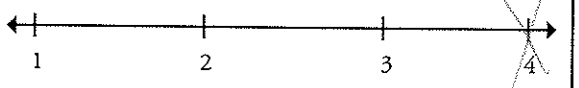
Represent and interpret data.

5.MD.2	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	Important Mathematical Ideas: 1 — 2 — 3 — 4 (marked: 1) Skills and Procedures: 1 — 2 — 3 — 4 Mathematical Relationships: 1 — 2 — 3 — 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Looked through chapters dealing of fractions could not find this standard	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating: 1 — 2 — 3 — 4 (marked: 1)

Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.3a 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. "Cubic unit" **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p. 332 - 333 (13-5) Covered clearly	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.3b 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p. 332-333 13-5	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p. 332-333 13-5	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **5.MD.5a** 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** p. 332 Example	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.** Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.MD.5b 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Page 334 #13-15 Application of Volume Formula	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envisi

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.5c

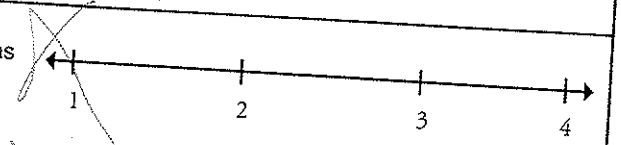
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
   c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

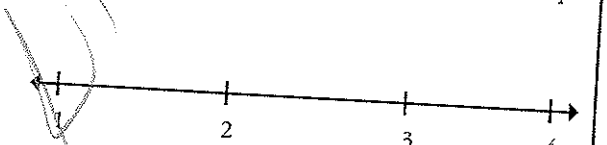
No evidence of additive volumes

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

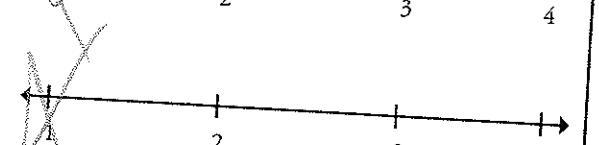
Important Mathematical Ideas



Skills and Procedures



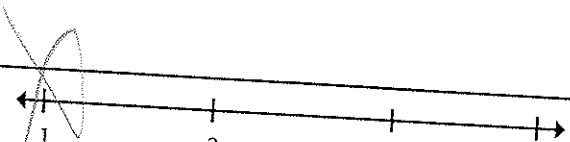
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Envision

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 414-415

17-2

"Ordered Pairs"

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

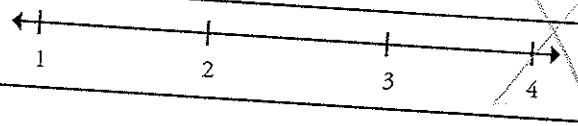
Skills and Procedures

Mathematical Relationships

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

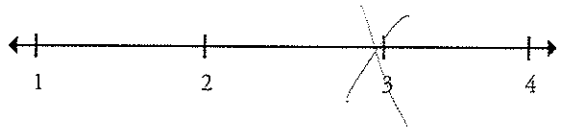
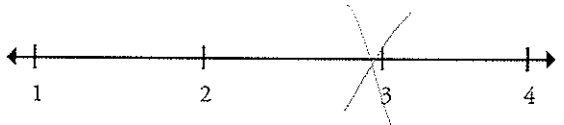
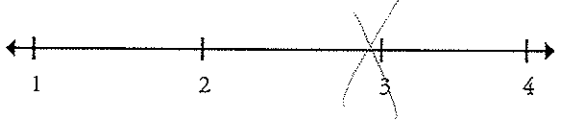
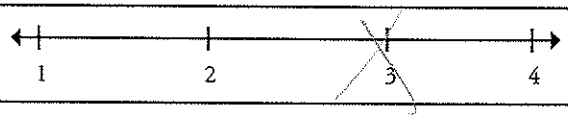
Overall Rating



Reviewed By: _____

Title of Instructional Materials: Envision Math

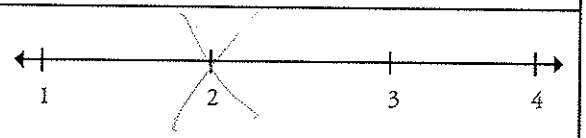
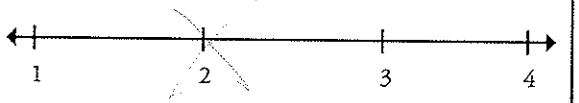
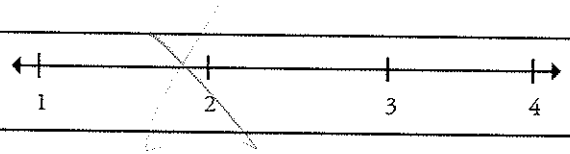
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** (Graphing in all four quadrants p. 414-415	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Envisions

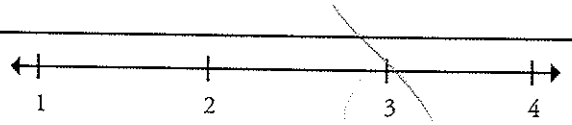
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Quadrilaterals p. 210-211 Multiple Examples Line! p. 210 examples confusing	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: EnVisions

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.4 Classify two-dimensional figures in a hierarchy based on properties. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 8-5, 8-4 Hierarchy not presented clearly.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Envision Grade 5

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Starting w/ the first lesson, I just don't care for the layout and progression of the topic. I don't feel that it's developed well.

The questions might be good questions, but they feel superficial and contrived. There doesn't seem to be development in the student edition.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch 1 Ch 8

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

p. 8 # 38 b → Where is this skill developed?!?

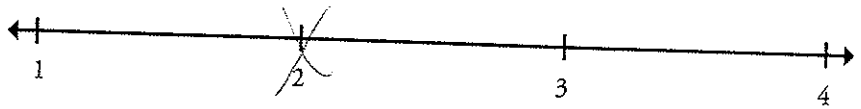
Improper print in lesson #1 or #2

Summary/Justification/Evidence

ICK.

This series would be frustrating to teach with as a resource if these were my main tool.

Overall Rating



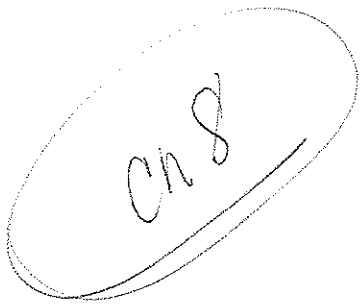
Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

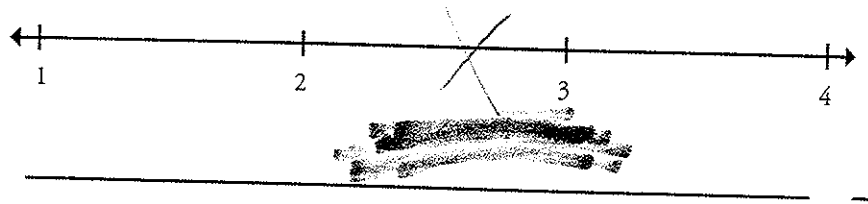


Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

see notes about variables.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

They offer it up and have several lessons devoted to it, but like all things, I don't feel it's well-developed in the SE.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

See notes on standard #1. – Same only less.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

I think they offer possibilities for teachers to draw from, but I don't think the text alone is successful.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Important Mathematical Ideas: 1 — 2 — 3 — 4 [marked between 2 and 3] Skills and Procedures: 1 — 2 — 3 — 4 [marked at 3] Mathematical Relationships: 1 — 2 — 3 — 4 [marked near 2] **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. p.184 - 187 Order of operations ⊛ 1 example given #36 - no guidance given ⊛ Another example = variable/algebraic expressions p 188-189 - p 186 several story problems	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating: 1 — 2 — 3 — 4 [marked between 2 and 3]

p 187 music and state songs. these ? #6 = [illegible]

Huh?!? Where's [illegible]

Reviewed By:

Title of Instructional Materials: [illegible]

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Write and interpret numerical expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* Variables? variable is defined on p. 182 differently than on p 198 the overall idea is the same, but why change?!! for this standard	Important Mathematical Ideas: 1 — 2 — 3 — 4 (marked at 2) Skills and Procedures: 1 — 2 — 3 — 4 (marked between 2 and 3) Mathematical Relationships: 1 — 2 — 3 — 4 (marked at 2) **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. p. 18 #15 & 16 good problem, but its misplaced p. 182 – using variables to write expressions ? p. 198 – 199 Variables & expressions (eh)	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 — 2 — 3 — 4 (marked between 2 and 3)

p 200–201 Problem Solving "Act it Out" not all info is in the problem – you have to look @ the picture. Against rule of geometry.

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THINKING – 5.OA

Analyze patterns and relationships.

5.OA.3

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Lessons 8-1, 8-2
8-5
It jumps around, it's inconsistent variables evaluating variable expressions order of operation addition & subtraction

Indicate the chapter(s), section(s), and/or page(s) reviewed:

p. 192 - 197

WHAT?!?

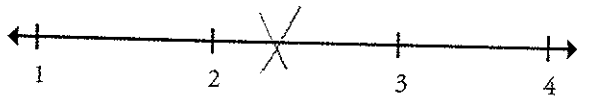
The standard looks as if it will be addressed in CCSS Lesson 8-7 p. 196-197

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

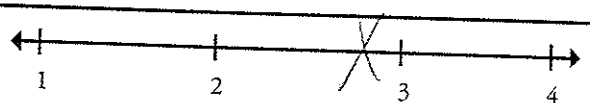
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

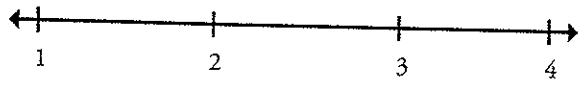
Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS IN BASE TEN – 5.NBT

Understand the place value system.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: enVision

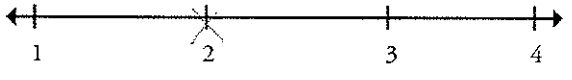
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 17 414 – 427	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** good real world problem solving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** – starts w/ 4 coordinate graphs – + + – integers – skips other + work. – too advanced Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

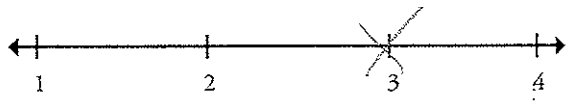
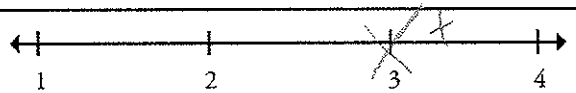
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

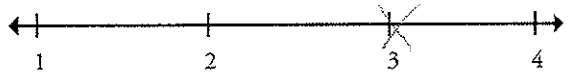
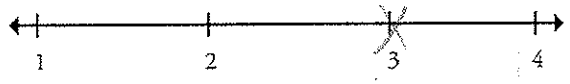
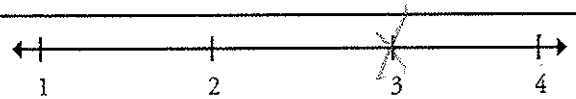
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Topic 8, 199-216	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** lacking connections, strong in classification, definitions p. 5.
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: 

Title of Instructional Materials: enVisions Scott Foresman

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 

Moderate to strong

Reviewed By: [redacted]

Title of Instructional Materials: Envision (Pearson)

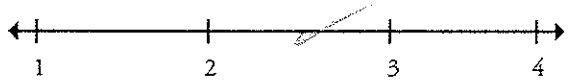
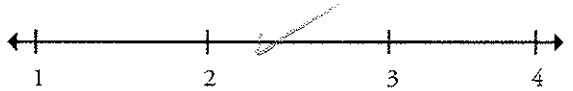
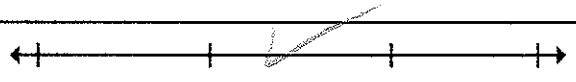
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (jumps into all 4 quadrants) (too hard) **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Lesson 17 4/14 - 4/27	Important Mathematical Ideas: 1 **(2)** 3 4 Skills and Procedures: 1 **(2)** 3 4 Mathematical Relationships: 1 **(2)** 3 4 **Summary / Justification / Evidence** (needs lower skill set)
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating: 1 **(2)** 3 4

Reviewed By: _____

Title of Instructional Materials: _____

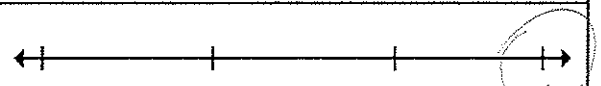
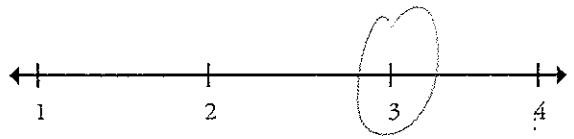
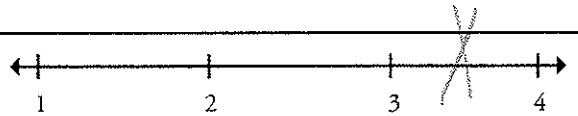
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

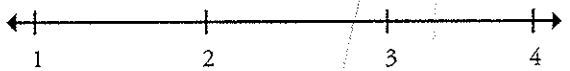
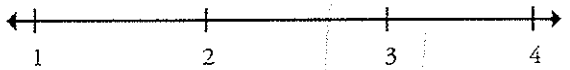
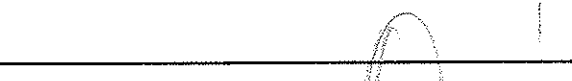
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Topic 5 p189-216	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** good explanation **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: envision (Pearson)

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.4 Classify two-dimensional figures in a hierarchy based on properties. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Lacking connection-based work & strong PS & Reasoning **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** could touch more Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: enVisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 9-1, 9-2 ↓ GCF, 9-5 ↓ LCM, 9-6 Common denominators, 9-7, 9-8 ✓ ~~E~~ fractions 10-3 common denominators, 10-4 ✓, 10-5 ✓	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVisions

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** See last pg. "Problem solving" examples w/ models	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envision 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS–FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? ~~Between what~~ two whole numbers does your answer lie?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-1 – fractions as division	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** guided practice, problem solving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** missing multiple ways to show division e.g. $\div$ / $\frac{?}{?}$ / ?÷?
	Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: envisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4a 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-2, 11-4 (pg. 245), 11-6 (mult. Mixed #s)	Important Mathematical Ideas 1 2 3 **4** Skills and Procedures 1 2 3 **4** Mathematical Relationships 1 2 3 **4** **Summary / Justification / Evidence** Random is counters problemsolving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 **4**

Reviewed By: [redacted]

Title of Instructional Materials: envisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-5 area of rectangle 11-4 example	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** 11-4 uses example 11-5 is missing parts **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Not fully developed pg. 268-269 Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Envisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5a 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-3 - estimating 11-7 ?	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** 11-3 might not fit this area 11-7 - is unclear Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.5b 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-3 11-7 See previous page	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.6 *Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-9 ✓ multiple step problems 11-2, 11-4, 11-6	Important Mathematical Ideas: 1 2 3 **4** Skills and Procedures: 1 2 3 **4** Mathematical Relationships: 1 2 3 **4** **Summary / Justification / Evidence** see Problem solving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 **4**

Reviewed By: [redacted]

Title of Instructional Materials: enVisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7a 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-11 ? 11-9 ★	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** Draw a picture & Write an equation / 11-9 Relating to division to mult. of fractions **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** 11-11 the text does not say the inverse of (x), but it can be taught in this lesson Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: envisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7b 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-9 (÷) to (×) of fractions	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Problem solving, one way / another way **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVisions 5

MATHEMATICS: GRADE 5 – NUMBER AND OPERATIONS – FRACTIONS – 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.NF.7c 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-10 pg. 778-779	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** Concept is taught & explained w/ logical reasoning **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** need more content to view Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: en V.5, ons 5

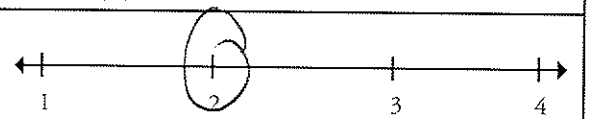
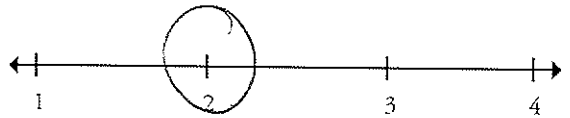
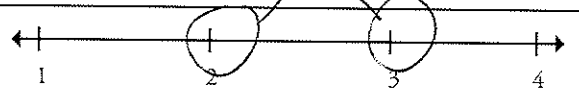
MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 16 – 1, 2, 3, 6 ordered pairs	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** thorough explanation w/ sufficient practice & problem solving **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** 6.4, 5 missing Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: enVisions 5

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 16-4 → problem solving #26-31 16-6 work backward	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** 16-2 has sufficient practice **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** 16-4 is missing 16-6 doesn't have many problems to work out Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: _____

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.

5.G.3

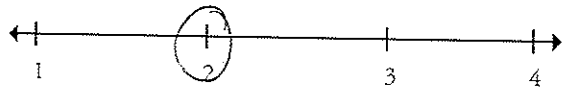
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

Indicate the chapter(s), section(s), and/or page(s) reviewed.

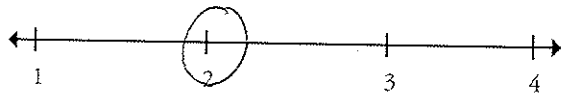
15-1 polygons
15-2 triangles
15-3 quadrilaterals

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

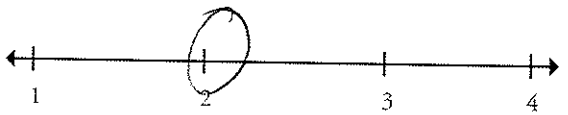
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



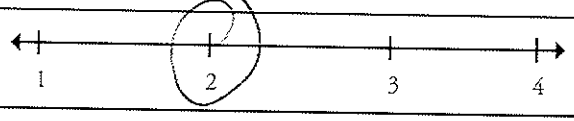
Summary / Justification / Evidence

Concepts are taught but not in depth

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

15-4
15-5 2 key components under development

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: enVisions 5

MATHEMATICS: GRADE 5 – GEOMETRY – 5.G

Classify two-dimensional figures into categories based on their properties.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5.G.4 Classify two-dimensional figures in a hierarchy based on properties. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 15-1 15-2 15-3	Important Mathematical Ideas: 1 2 **3** 4 Skills and Procedures: 1 2 **3** 4 Mathematical Relationships: 1 2 **3** 4 **Summary / Justification / Evidence** 2D figures are classified by properties but... **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** lack depth & separation of 2D figures (e.g. quad. relationships 15-4,5 are missing) Overall Rating: 1 2 **3** 4